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ABSTRACT

Adult learners--the growing clientele of higher education--require more diverse instructional models than do younger students. The adult learner may be at different developmental stages and display different learning styles, depending on the context in which the instructional interaction takes place and the attitudes, behaviors, and resources that the learner brings to that specific situation. Adults do not learn in a rigidly fixed continuum, nor do their skills develop in a predictable hierarchy. To meet the needs of these students, the new role of the college reading teacher should be that of the "college communications and learning skills professional." By working with faculty across the college, the reading teacher can promote the development of programs suited to the needs of adults and can insure a high number of students who graduate with a positive sense of themselves and their capabilities. As the focus and the role within the institution change, so changes the reading teacher's relationship to students. Today the reading teacher should act as a facilitator of students, thus more closely approximating the role of the consultant in business than the teacher in the classroom by providing resources for student self-assessment. In this new capacity, the college reading teacher becomes the agent of empowerment for students and faculty in their own institutions, for the workplace, and for the community. (HOD)

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The College Reading Teacher's Role in Higher Education Today

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The theme of this paper is "Full Participation". "Full Participation" is also the philosophical base on which the College of Public and Community Service, University of Massachusetts at Boston was founded in 1973. The mission of this college is to serve undergraduate adult students who work or seek employment in various fields of public and community service, to empower them to manage their lives, to recognize and meet their needs and to develop and fulfill their potential as productive members of society. In order to achieve this mission, the reading teachers in this college have an important role as agents of empowerment, guiding the adult students both to acquire effective communications skills and to develop the behaviors and attitudes which will enable them to make use of these skills in their academic, personal, and professional lives. This makes necessary a new interpretation of the role of the college reading teacher who works toward this goal, not only with the students, but with the wider community - other faculty in content and vocational areas, college staff and administrators, and workplace personnel. This paper will provide a description of the adult learners to be served, an analysis of the reading teacher's new roles, and an overview of models of practice we have developed which promote full participation for students, faculty, and institutions.

Adult learners are the growing clientele of higher education. Demographics indicate clearly that the future of post-secondary education, at least through the end of this century, lies in addressing the needs of this population. Census figures reveal that the predominant group in our society is adults over the age of twenty-five, and this group has shown an increasing interest in making use of education to gain its own ends. They come to us as independent consumers and, if we do not serve their needs, they will leave our institutions for other agencies or organizations (the growing number of corporate training programs or commercial educational enterprises) which will provide the effective education which they seek.

How does this new student population differ from traditional college students? We have identified at least seven major groups of adult students:

1. Adults whose own learning style was at odds with the only teaching style available either failed or dropped out of school as teen-agers. They are now returning, motivated and capable of gaining an education which they believe will improve the conditions of their lives.
2. Women, whose culture and life circumstances precluded post-secondary education when they were younger are now entering the paid work force and are seeking career training and credentialing.
3. Middle-aged men and women who are in increasing numbers making mid-life career changes require new skills and knowledge. A recent study estimated that there are 40 million Americans in a state of transition regarding their jobs or careers, 60% of whom plan to seek additional education.
4. People are living longer and retired senior citizens are flocking to post-secondary institutions in search of the education they missed as when they were young, to start second careers, or to find new satisfaction and interests in learning.
5. Individuals who entered the employment market because of opportunities created by affirmative action legislation and special programs initiated in the "Great Society" period of the 1960's require further education. They need to acquire the skills they may lack and the academic credentials that allow career mobility and job security.
6. Members of ethnic or racial minorities and others whose economic situations prevented them from entering traditional post-secondary educational institutions have determined that they want "a piece of the action". They believe that education is the key to achieving full participation.
7. Speakers of languages other than English who need to learn the dominant language in order to participate in America - educationally, vocationally and politically.

Let us now look at some views of adult characteristics that can inform our educational practice. We will examine the work of several researchers to gain insight into the new student population. Malcolm Knowles (1978), who coined the term "Andragogy", that is, education for adults, in contrast to "Pedagogy", or education for children, tells us that there are four major differences between adult learners and child learners:

1. Adults have a self-concept that is autonomous and self-directed, as opposed to a child's image of dependency.
2. Adults have expanding reservoirs of experiences that provide a rich resource for learning and a broad base to which to relate new learning. Psycholinguist Frank Smith (1971) supports Knowles in the value of this expanded experience when he says that comprehension is the "result of a decision-making process that reflects past experience and future expectations as well as the information being received at the moment".
3. Knowles' third category concerns readiness to learn. As an individual matures, his readiness to learn is increasingly the product of the tasks required for the performance of his social roles and decreasingly a result of his biological development and academic pressure. For example, Knowles says that professional education is totally out of phase with the students' readiness to learn and he has designed new medical school curricula which provide direct experience with hospitals, patients and practicing doctors <u>before</u> students are ready to learn facts about biochemistry and pathology. (CAEL Conference, Boston, Ma. 1980)
4. Knowles further posits that adults enter education with a problem solving orientation to learning. While the child's time perspective toward learning is one of postponed application, the adult wants to apply tomorrow what he learns today, and to learn today what he can apply tomorrow. Thus the adult time perspective is one of immediacy of use.

We would add a fifth major difference between adult and child learners. Groups of adults are far more varied than groups of children in terms of cognitive and social development. An explosion of research by psychologists studying adult development has resulted in a number of attempts to chart the orderly and sequential changes in characteristics and attitudes over time. One eminent American psychologist in this field is Jane Loevinger (1976) who has created a model of ego development with six major stages, each representing a point in time at which an individual has stopped in his developmental process. These stages represent the ways in which a person at each level looks at and copes with the world. They correlate with what adult learning theorists have labeled as interpersonal and cognitive stages and what researchers in adult training have determined to be professional stages.

1. Loevinger states that the most primitive level is the impulsive. Persons at this stage only see actions as bad if they are punished. They tend to be dependent and exploitive, treating others only as sources of supply. They are egocentric and cognitively they think in concrete terms. Another adult researcher, Gould (1978), reports that young adults have feelings of dependence and anxiety that result from preparing to leave the sanctuary of the family. Levinson, (1978) another researcher who studied a group of young men longitudinally, writes that young men need about fifteen years - from age 17 to 33 - to find their place in adult society and to commit themselves to a more stable life. They must learn to relate to authorities and to gain greater authority themselves. He says that the most important developmental task of this period is forming a "Dream" of the kind of life they want to lead as adults. Some few of our students in post-secondary education may be at this stage in much of their dealing with us. We

believe, however, that anxiety about learning can drive someone who, in other aspects has developed beyond this stage, back to this dependent and authority-referenced point.

2. Loevinger's next stage, the self-protective, is a somewhat more mature one in which the individual recognizes rules, but obeys them only for his own advantage. People at this stage are manipulative and are preoccupied with questions of control and advantage. Life is seen in competitive terms, and there is no capacity for cooperation. At work or at school, people at this stage will do only as much as they are told to do and will attempt to "get away" with whatever they can. Such people need continuous supervision.

In adult learning programs we don't see many people at these first two stages - or we don't see them for very long. However, we do believe with psychologists Kohlberg and Mayer (1978) that the aim of education "should be the stimulation of human development", and that this is "a scientifically, ethically, and practically viable conception which provides the framework for a new kind of educational psychology". We must, therefore, encourage growth from these first levels to more mature stages. This may necessitate one-to-one teaching and counselling for people in this growth process, for the more the individual feels that he can satisfy his personal needs, the more growth energy that person is going to have to move to a higher set of needs and more complex skills. Only if the individual senses his own power to grow can he work through his present stage to a higher one. This, in turn, provides motivation for further learning and the self-assurance to move ahead.

3. Loevinger postulates a third level, the conformist, where rules are, for the first time, somewhat internalized. Conformists are deeply concerned with what other people think of them. Their trust is extended only to their in-group and conformists may think in stereotypical terms and feel

much prejudice toward those outside their group. They are dependent on an authority figure for evaluation of their work. This stage is comparable to the apprenticeship stage in the workplace, where people are most concerned with image. Levinson characterizes these people as being in the "novice phase" where the critical tasks are giving the Dream a place in their life structure, forming mentor and love relationships and developing an occupation. However, despite their black-and-white polarized view of the world, their lack of tolerance for ambiguity, their fear of risk, their desire for fast closure, people at this level have the possibility of significant change. It may be most effective for poeple at this level to learn in small classes with a teacher who takes a major role in the organization of the instructional process, yet who creates opportunities for more flexible, self-motivated, and individualized learning experiences.

4. Loevinger posits that the next level is the conscientious stage at which a new pattern of thinking begins to emerge. This can be a conflicted time as individual values begin to be articulated and may not conform to those of the group or the authority figure. Individuals at this stage have increased self-awareness and can see a variety of points of view in determining their own value system. There is a conscious preoccupation with the quality of their work, based on their own standards. Such workers or students can assume great amounts of responsibility over long periods of time. Professionally this is the specialist stage where people concentrate on mastering an area of expertise. Cognitively, because they are able to conceptualize in complex ways, are aware of contingencies and perceive alternatives, these adults can achieve their own long-range goals. By the end of this stage, individuals can gain greater academic and vocational success if they have opportunities that permit such achievement.

Individual learning contracts can be most effective with adult students at this stage since they have the motivation and sense of responsibility and obligation to carry out long-term commitments.

5. At Loevinger's fifth stage, psychological problems can arise as an individual enters the autonomous level. All meanings are questioned and there seem to be no right or best answers. (How frustrating for people at this level to work with programmed instruction or to take multiple choice tests.) Adults at this level recognize the need to learn from their mistakes and to grow. This period often coincides with a midlife crisis when interpersonal relations are marked by a high degree of awareness of their own and others' feelings and emotions. There is a heightened recognition at this time of interdependence between individuals. Professionally, at this stage, people become mentors, helping others, while respecting their autonomy. In educational situations, cooperative group work, which enables people to share their feelings and need for affiliation can be an effective way to support positive attitudes and behaviors for productive learning. Learning and working networks can be satisfying both cognitively and affectively.

6. At the highest level of Loevinger's ego developmental stages is the integrated level. This occurs when the adult can reconcile the conflicting demands of life, renounce the unattainable and appreciate differences in others. There is a greater capacity to be problem - rather than power-centered and to give to others without feeling impoverished. This is the professional leadership stage when people can be most creative. This stage is paralleled by Erikson's (1950) concept of "generativity", Carl Rogers' (1961) "congruence", and Maslow's (1970) "self-actualization". Chickering (1976) describes cognitive development as going through a sequence "from concrete memorization, through recognition of relationships among events,

instances, and classes, to cognitive processes that construct combinations or groupings and culminate at this stage in the ability to apply principles or concepts to new situations and evaluate the results." At the same time, and we see this in some of our senior citizen students, there is a desire for detachment, privacy, and autonomy. Individual work on joint projects can be a satisfying way of learning at this stage.

The work of these psychologists offers important insights into understanding the adult student population.

Another way of identifying the disparity of adult learners is by recognizing individual learning styles. While other ways of grouping people for effective intervention, i.e. intelligence, and developmental, cognitive, interpersonal, moral, character, and professional stages, are levelled, this set of descriptors is not hierarchical. There are no better or worse modes to deal with tasks, simply different ways. Therefore, "tracking" adults as slow or above average or underprepared is unproductive. The focus for learning must offer individual assessment and responsibility. David Kolb (1976) assists us by identifying four major approaches to learning. While each person's learning style is a combination of these four basic modes, a person may rely heavily on one particular style.

1. The converger whose greatest strength lies in the practical application of ideas, focuses on specific problems in a relatively unemotional way and prefers to deal with things rather than people.
2. The diverger, whose greatest strength lies in imaginative ability, views concrete situations from many perspectives and performs will in situations that call for generation of ideas.
3. The assimilator, whose greatest strength lies in creating theoretical models, excells in assimilating disparate observations into an integrated explanation. This learner is less interested in people and practical uses and is more concerned with abstract concepts.

4. The accomodator, whose greatest stength lies in doing things and adapting to immediate circumstances, solves problems intuitively and is a high risk-taker.

K. Patricia Cross, the eminent Harvard educator, (1971) has developed a different model, viewing learning style from two major perspectives, field-dependence and field-independence. Field-dependent persons approach situations in global rather than in analytic ways, are other-directed rather than inner-directed, and are particularly sensitive to their social environment. On the other hand, field-independent learners work well alone and are little affected by peers or authority figures. They think abstractly and analytically. Cross argues (1979) that "once learning is perceived as a characteristic of the learner, rather than an offspring of the provider, attention is then shifted from teaching to learning".

There are a host of other dimensions in identifying cognitive style. Knox (1978) describes a variety of continual ranging from "reflectiveness versus impulsiveness" to "tolerance versus intolerance for incongruity."

There is no firm empirical data concerning the immutability of developmental stages, either within or across cultures, nor of the validity and reliability of differentiated learning styles. These approaches to adult learning are reflections of work in new and emerging fields of psychology. It is important to note that a single individual may be at different developmental stages and display different learning styles depending on the context in which the instructional interaction takes place and the attitudes, behaviors, and resources which the learner brings to that specific situation. We have found that adults do not learn in a rigidly fixed continuum, nor do their skills develop in a predictable hierarchy. We observe that our adult students may come to us with highly sophisticated skills in some areas and are independent and integrated learners in those fields, but they may have gaps at very simple levels and behave in dependent and self-protective

or conforming ways in addressing those needs.

The point of examining and identifying developmental stages and learning styles is not to freeze individuals within one mode, but to provide learning environments that are, on the one hand, congenial to them in specific situations, and, on the other hand, that permit them to "flex" - to experiment with other behaviors - and to grow in versatility in approaching learning tasks. Thus, we can see that each group of adult students may contain individuals with widely varying styles and needs - a far more diverse population than any we have dealt with at other academic levels where students are generally grouped by age and developmental stage.

Therefore, adult learners require more diverse instructional models than do younger students. In providing these models, both individual adult students and their instructors can progress to more complex and productive behaviors. These behaviors may be the means for empowering both the adult learners and their teachers.

Reading teachers are the process experts of higher education. Parker and Rubin (1966) posit "that process - the cluster of diverse procedures which surround the acquisition and utilization of knowledge - is, in fact, the highest form of content and the most appropriate base for curriculum change. It is in the teaching of process that we can best portray learning as a perpetual endeavor, and not something which terminates with the end of school. Through process we can employ knowledge, not merely as a composite of information, but as a system for learning." If we join our understanding of process with knowledge of adult learning and learners, we can become the catalysts for making our institutions serve the needs of a new student population. We ask then, what is the role of the reading teacher in empowering adult students? This mission mandates a significant change in the roles of the college reading teacher. Figure 1 compares the traditional role with the new role. If we can internalize these shifts, we can become effective in bringing adults into full participation in post-secondary education. In so doing, we become

Figure 1

THE COLLEGE READING TEACHER'S CHANGING ROLES

Traditional	New
Focus	**Focus**
Skills centered only reading skills - (phonics, syllabication, rate, etc.	Learner needs centered all communication and learning skills.
Role Within Institution	**Role Within Institution**
a) Isolated 1. support service for "deficient" students	a) Integral to institution 1. adult learning specialist 2. communications skills specialist in new settings, dealing with diverse levels of language needs 3. faculty development agent 4. recruiter of students
b) Agent for stratification of students and maintenance of status quo in terms of expectations of traditional academia.	b) Agent of change in empowering adults through facilitating their own ownership and control of own learning processes.
Role With Students	**Role With Students**
Controller of students a) authority/teacher b) diagnostician of students' needs c) provider of materials d) designator of method of instruction e) sole evaluator f) punisher/rewarder	Facilitator of students a) consultant/peer b) resource in helping students assess own needs c) resource in helping students identify own learning style d) designer and implementer of varied instructional models in terms of time, place, and methods to fit students different needs and styles e) developer of ways to utilize materials students need or want to read/write/speak f) joint evaluator with students, faculty, workplace personnel g) colleague - if joint evaluation shows lack of desired progress, work with students, faculty, workplace personnel to evaluate teaching/learning processes for improvement.

the agents of empowerment for students and faculty in our own institutions, for the workplace, and for the community.

FOCUS

The focus, the way in which we see our mission, must change. In the past, college reading teachers staffed reading or learning centers or taught non-credit skills courses - which did not directly relate to the real life needs of the students. For many years, our profession described its offerings in terms of machines, boxes, kits, and programmed texts. We concentrated on standardized tests for defining the skills we thought our students needed. Then we drilled phonics, syllabication, eye movements, and Greek and Latin roots. Cast in this role, we had little status in our institutions, and were perceived as remediators assigned to student support services rather than academic departments. In institutions with a preponderance of "non-traditional students" (either those who had not succeeded academically in high school or those who were considered older than usual college age) the high drop-out rate was testimony to the lack of success of these programs. As we increasingly became technicians and clerks, these students left our institutions unable to read and write well enough to cope with academic demands, lacking the skills required for career advancement and often convinced of their own lack of educability. Neither the learners nor the college reading teachers participated fully in their institutions. Both practitioner and consumer/client were viewed as second-class citizens.

The new focus for the college reader teacher starts with her as the "college communications and learning skills professional." Reading, writing, speaking and listening are viewed as integrated language approaches to dealing with data, the approach defined by the purpose and audience for which the data is being manipulated. At the College of Public and Community Service, the traditional "English Department" has become the "Center for Applied Language and Mathematics"

since we apply quantitative skills necessary for manipulating data as well as language skills to the content students are learning. The College curriculum begins with what the outcome of the learning process should be, based on an analysis of the tasks the student needs to do and the skills required to accomplish them. These skills and tasks are demonstrated by students in the form of "competencies," clearly stated outcomes with explicit standards of performance. Successful demonstration results in academic credits. Students may bring proof of this demonstration from their work places, may submit demonstrations based on learning they have achieved before coming to College, or they may study in a college course, with a tutor, with a faculty member's direction, or in a self-help group with other dtudents. The College does not mandate HOW the learning takes place; it provides a variety of models of instruction and encourages the use of off-campus learning resources.

One example of this focus on students is the "Editing Information Competency." (Figure 2) This competency grew out of the Language Professional's awareness that good writing requires effective reading. The task of writing is complex in part because the writer must go back and forth between the roles of communicator and naive reader. We also found that many of our students, who work in public service agencies were responsible for editing and revising other people's writing to produce a finished draft. With the help of other faculty and students, the Language Professionals created an editing diagnostic test which reflects the major issues in both reading and writing information. Students are given pieces of writing which relate to their jobs and are asked to identify opinions which are stated as facts, the main idea of the piece of writing, all statements which are irrelevant to that main idea, and any errors of usage. They are then asked to re-write one edited passage, rearranging sentences and paragraphs so that they follow one another in logical order and so that the information is relevant to the point being made in each paragraph. Students co-evaluate their tests with a Language Professional

Competency: EDITING INFORMATION Figure 2

RATIONALE: Editing information, in this competency, means that you are able to present facts about a subject in a well organized piece of writing that conforms to Standard English and keeps to the writer's original meaning. You have to be able to read effectively in order to understand the writer's original meaning. Demonstrating this competency means that you can read well enough to edit.

People often must edit other people's writing. You may have responsibility for editing and revising someone else's work to produce a finished draft even when you do not initiate or originate the work. There are times in public and community service when editing information is an important competence.

Preparation for the demonstration of this competency is offered as an integrel part of the Assessment program. The skills required of a competent editor of information are basic to much of the reading, critical thinking, writing and revising work required by the CPCS curriculum as a whole.

COMPETENCY: The student can edit [1.] another writer's presentation of facts [2.] so that is conforms to Standard English, [3.] and can rearrange that presentation so that its meaning is clear.

CRITERIA:

1. The student must state the main point of the original piece of writing and, in editing, must keep to the writer's original meaning.
2. The student must make the piece of writing correct in its spelling, punctuation, sentence completeness and subject-verb agreement, and consistent in its use of verb tenses.
3. The student must delete all facts not related to the main subject.
4. The student must report facts as facts, opinions as opinions.
5. The student must rearrange, as needed, information in paragraphs with one main point for each paragraph, supported or illustrated by the relevant facts.
6. The student must rearrange the paragraphs so that they follow one another in a logical order.

STANDARDS:

1. The written statement of the main point must be accurate.
2. At least 750 words of edited writing must be submitted. Ordinarily ALM or the Assessment instructor will supply you with a text to be edited. If you supply your own text, that text must be approved by an ALM or Assessment faculty member.
3. No more than six errors listed in criterion #2 above will be allowed in the 750 word submission.

DEFINITIONS OF TERMS USED IN THE COMPETENCY STATEMENT:

1. The term "edit" here means to correct incorrect punctuation and spelling, deleting and/or adding words, and/or correcting incorrect sentence structure and grammar.

   The term "rearrange" refers here to making changes that will result in a clearer presentation, as measured by all the criteria above - changes like re-ordering the paragraphs, stating facts in another way, and/or changing the order of the facts.

2. Facts can be verified by referring to the evidence, and generally tell "who", "what", "where", "when", and sometimes "why". An opinion is not the same thing as a verifiable fact, even if a majority of people believe the opinion stated. "Fact" can also have a meaning understood according to definition within a specific field or discipline, as in legal "facts", or facts gathered for the purpose of a case study, etc.

3. The term "Standard English" means in conformance with Standard English as described in any college-level handbook English Usage (see, for example, Watkins, Dillingham and Martin, The Practical English Handbook, Houghton Mifflin, Boston.)

EVALUATION: Evaluation in Editing Information will ordinarily take place in each Assessment Section in the first seven weeks of Assessment.

You are strongly urged to use this competency as a basis for diagnosing your level of skills at editing information. Your Assessment faculty will provide assistance.

A second 7 week course in writing and editing information will be available to all students who find they need instruction in these competencies.

Direct Evaluation: 1. Editing a sample of information writing supplied by Assessment faculty or by ALM.

Indirect Evaluation: 1. Letters from outside evaluators (e.g., employers or supervisors) evaluating, according to the criteria and standards for this competency, the student's ability to edit such information writing as newsletters, reports, proposals, business letters, etc.

AND/OR

2. Letters from faculty who taught the student in a course where the student edited information writing according to the criteria for this competency.

so that they have a self-assessment in terms of these needed skills. Instead of taking a test, students who have had experience editing newsletters or other publications may submit their work with a supporting statement from a supervisor to demonstrate this competency.

A work-place application of this learner - needs centered, communication skills focus is in Sherman's work with a major health insurance company, Blue Cross/Blue Shield of Massachusetts. The customer service representatives of this company answer two-million letters annually. Sherman was asked to improve the quality of that letter writing. After analyzing a random sample of customers' letters and representatives' answers, she identified three major problems. Most important was that a significant number of letters did not respond directly to the customer's request or question. The second major area concerned tone of the responses which were often written in technical insurance jargon. The third area concerned mechanical writing problems. Sherman designed a program for the service representatives of this company which focused on identifying the major question in the customer's letter, a reading issue, and then focused on the skills involved in writing technical communication to a lay audience, making certain that the response answered the original letter. This course provided a work-site example of the need for the editing competency and the integration of reading and writing skills. It is an important piece of work for the company in terms of cost effectiveness and public relations. It is also important for the employees, since mastery of these skills is a pre-requisite to promotion to a higher position. The class, held at the company's office, begins with the employees writing their own competency statement, with the criteria based on their own analysis of what makes an effective customer relations letter. Thus the learners have determined the criteria against which they can measure their own performance. Both group learning and one-to-one teaching is provided for the employees who use their own work related writing to improve their skills.

Employees and supervisors with high level skills are also urged to join the group to learn the techniques which will enable them to help their co-workers with their editing and writing tasks.

Role within Institution

With a change in focus, the role within the institution changes for the college reading teacher, who has evolved into the college communications and learning skills professional. As we have previously indicated, the traditional role was one of isolation and low status. In addition, the college reading teacher as the prime administrator of standardized reading tests used to "track" non-traditional students became the agent for the stratification of students and the maintenance of the status quo in terms of the expectations of traditional academia. Radical educators, Gintis and Bowles (1976) wrote "The educational system legitimates economic inquality by providing ... meritorcratic mechanisms for assigning individuals to unequal positions." Students were sorted by testing procedures which separated those in need of language skills from the content they had come to study and for which they required those skills. They were taught that their lack of success was the result of personal deficit rather than the failure of a system which had permitted them to remain in school for 13 years without helping them to acquire the basic literacy skills required for life in a complex society. Gintis and Bowles wrote that these students didn't drop out of post-secondary education, they were "cooled out". The college reading teacher unwittingly was made a major agent of that process.

The new College Communications Learning Skills Professional serves the opposite function. By working with faculty across the college, she can promote the development of programs suited to the needs of adults and can insure high retention of students who graduate with a positive sense of themselves and their capabilities.

Figure 3

CLUSTER COMPETENCY B

READING FOR APPLICATION

COMPETENCY STATEMENT:

Demonstrating the five (5) generic capabilities, employee will perform a job task based on information extracted from written materials. (1. defining the problem, 2. collecting the data, 3. organizing the data, 4. applying or communicating the data, 5. evaluating the performance)

RATIONALE:

This is an essential and constantly performed competency which applies to all employees whose job responsibilities demand that they read, understand and apply written information. Instructions and regulations provide a common form for reading for application. Sometimes those instructions and regulations are clear, but in other cases they may be imbedded in more complicated material and you must extract what's needed for your purpose. This competency interrelates with many other competencies and may be addressed while working on other competencies.

STANDARDS:

(1) Employee identifies at least three (3) situations in which he/she must read written materials to apply needed information for specific task. (G.C.1)

(2) Employee locates sources of information to meet these three (3) situations and obtains needed written materials. (If necessary maintaining confidentiality according to agency policy and procedures.) (G.C.2)

(3) Employee utilizes "survey reading" skills to determine if all needed materials have been gathered and are appropriate to the task. (G.C.2)

(4) Employee reads, extracts and organizes needed information from written materials. (G.C.3)

(5) Employee performs job task applying extracted information. (G.C.4)

(6) Employee identifies informational content that is important for future use and maintains it. (G.C.4)

(7) Employee assesses his/her performance in terms of the following: (G.C.5)

    (1) What information was I looking for?

    (2) What did I need that information for?

    (3) Was I able to find all the information that was available and/or needed?

    (4) Did I survey read the source(s) to determine if it was appropriate to the task?

(5) Did I organize the information read and extracted in a logical and usable manner?

(6) Was I able to apply the information to the task?

(7) Did I have to go to more than one source to find the needed information?

(8) Did the performance of my task reflect the information that I read?

ASSESSMENT:

(1) - Employee participates in self-assessment interviews in TDP member bringing answers to questions listed in Standard 7.

(2) - Employee presents to TDP member a portfolio of completed agency work which documents how above standards were utilized and fulfilled. Portfolio must contain 3 examples of how Reading for Application was utilized on the job and at least one example of Standard 6.

- Employee completes a paper and pencil test based on job related readings with 95% accuracy.

(3) - Employee receives documented positive feedback through supervisor or observer rating.

There are a variety of models to illustrate this role. This Spring the Center for Applied Language and Mathematics organized a "Writing to Learn" group to provide a consulting service for faculty in planning courses so that writing assignments could be structured as tools for learning content. These writing assignments could be used to demonstrate, not only content in career and liberal arts areas, but to demonstrate competence in writing - all for college credit.

Buchanan as administrator of the College's Field Education Program, works closely with the College Communications and Learning Skills Professionals. (hereafter C.C.L.S.P.) This joins the resources of the College and the workplace for the benefit of both. Employees are recruited and enrolled as students in the College, given paid released time to study and complete competencies. Workplace professionals are recruited as Field Instructors. The CCLSP's serve as teachers, guiding the field instructors in providing effective models of competency-based educational activities. Since communication skills are basic to both academic and professional work, the CCLSPs help the employees/students gain the competence to succeed in both sets of tasks. This connection between administration, faculty and workplace adds a new dimension to the CCLSP's role. The CCLSP gains new managerial and professional skills which increase her career options within or outside of the academy.

The program that illustrates this most graphically is the Training and Development Program designed and implemented by Buchanan and Sherman. Buchanan provided the administrative expertise, Sherman the instructional. Together they proposed an employee training program for the Office of Environmental Affairs of the City of Boston, an urban health agency, and secured federal funding to implement it. Starting with a description of all the tasks of the agency, they brought together a staff which analyzed the tasks in terms of the communications skills

required. From that analysis, competencies and related instructional modules were developed so that the employees gained college credit while improving their job performance, the agency serviced the community more effectively, and the college gained expertise in work-related curriculum development. Sherman worked with the staff of the project to develop the reading competencies. The four competencies show a new view of reading acquired in this process. Starting with the work needs, four types of reading were identified: survey reading, reading for restatement, reading for concepts, and reading for application. Figure 3 is an example of one of the four competencies in reading. This work shaped Sherman's understanding of teaching reading and she was able to apply the model within the college, encouraging content faculty to examine their reading/writing assignments to students in terms of task and skills analysis. This insight provided the focus for the Faculty Writing to Learn Group; the faculty analyzed their courses in terms of the desired outcomes (the tasks) and identified the communication skills essential to complete them. They then structured their content instruction, with Sherman providing the required communication skills instruction at the time the students needed it. For example, Sherman held Survey Reading workshops in the library with content classes about to embark on research projects. Students, using books on their research topics, learned to quickly extract the author's purpose, intended audience and bias. This skill enabled students to evaluate the book's utility to them in terms of their own purpose. The content instructor, who participated in the workshop, learned how to teach this important generic skill to other students.

Role with Students

As the focus and the role within the institution change, so changes the college reading teacher's relationship to students. Rather than controlling students, being the sole authority in diagnosing, remediating, and evaluating

students' skills, she assumes the role of facilitator of students. This role more approximates the role of the consultant in business than the teacher/ authority in the classroom. The business defines the area of need for the consultant, who is paid to address that need; the consultant accomplishes this in interaction with the employees who can identify specific needs and applications. The teacher, on the other hand, traditionally tells the student what they need and prescribes the applications, materials and methods to achieve the outcomes she assigns.

When we translate the consultant approach to academia, we begin with providing the resources for student self-assessment. The College of Public and Community Service has one required course, Self-assessment, requiring three competencies: "Who Am I?" "Where Am I Going?", and a student-written learning plan for accomplishing the self-determined goals. Language professionals, counsellors, and academic faculty work collaboratively with entering students to complete these three competencies. At the same time, Language Professionals hold workshops for students in "Learning How to Learn" to facilitate this process.

In the new role as Communication Skills and Learning Skills Professional, the college reading teacher designs and implements instructional modules which are varied in time frame, location, method and materials. The Center for Applied Language and Mathematics created "The Language Place" (see Figure 4) to accomplish this purpose and to make reading, writing and speaking skills support available to students, faculty, administrators and field agency personnel alike. Thus skills become "respectable" not "remedial", and the skills facilitators are central to the functioning of the institution. In addition to drop-in services and mini-courses, any member of the College community can request consulting services from the Language Place. Faculty members with writing blocks get help on doctoral dissertations and publications; administrators are assisted in writing annual reports; faculty members request workshops to be held in their classes on

organizing papers, doing research, taking notes or reading the text book; students request short courses which they design with a Language Professional to help them address reading and writing competencies at the same time that they are addressing career or liberal arts competencies; employees and staff of agencies associated with the College through the Field Education program request work site instructional activities to make their work more effective, and to gain their academic credit through competency completion.

The richness of this new role is illustrated by the effect of the Training Development Program at the Office of Environmental Affairs. The description of the initiation of this program has been described earlier in this paper. When the federal funds that originally supported the program were rescinded, the agency administrator assumed the expense of continuing it, announcing that he attributed the higher morale of the workers and their improved productivity to the communications skills training program. Since the agency's task is rodent control and prevention of lead paint poisoning, the employees were able to exercise effective communications skills in providing educational programs in the community, in counselling tenants, dealing with the Boston Housing Court and in cooperating with medical personnel at the City Hospital. The environment of the agency became less competitive, workers were more motivated as they saw that their improved communications skills resulted in more effective job performance and provided the academic credentials which supported career mobility. Not simply did their skills improve, but their behavior and attitudes changed, recognizing that they owned these skills and knowledge and could confidently apply them in many areas of their lives.

At a recent workshop at this agency, Sherman and the employees determined that there were two tasks they needed to do: as students they would complete writing competencies for credit, and as workers evaluate the training program. Sherman suggested that these tasks be combined into one, an article to be

written collectively for publication in a professional journal.

The notion for this population that their ideas were worth publishing gave them a sense of importance they had previously never experienced. Together, the group brainstormed the shape of the article, in the process, learning the techniques of outlining and organizing material. (Figure 5) Each student/employee chose a section of the outline to work on, requiring reading for data, note taking, organizing and writing a first draft. They set up a schedule of meetings determining at which points Sherman's consultation and editing would be useful to them. One worker, a secretary, stated at the end of this session, "A lot of people have skills but don't realize that they have them, and even when they learn them, they don't know what to do with them." Her insight echoes Alfred North Whitehead's definition of education as "the acquisition of the art of the utilization of knowledge."

We have attempted, in this paper, to spell out the changes that occur in the role of the college reading teacher because of the new adult population to be served. These are not merely superficial changes; they are significant changes in the very fabric of personal and social development as well as institutional life. Full participation in society for both learner and teacher is the product of this vision.

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